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ABSTRACT

The document contains two components--a population reference newsletter focusing on census-related information and a module to help high school and college students understand census objectives, procedures, and uses. The newsletter presents general background on the census, offers annotations of census materials from the Population Reference Bureau and similar organizations on population and census issues, explains how students can explore topics such as the future and population through science fiction, and describes the teaching module. The teaching module emphasizes the history, purposes, benefits, controversies, and procedures of the census. Information is presented on grade level, time needed, background contents, objectives, and instructional materials. An introductory essay on the census serves as the focus of 20 discussion questions such as: Why did the Constitution require a census every 10 years? How do local communities use census data? Why is the undercount highest among minorities? and What kinds of workers are hired by the Census Bureau? Also presented are a sample census form, instructions for filling out the form, a directory of sources of census information, and background data on the census in tabular and narrative form. (DB)

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Population Reference Bureau, Inc.

Population Education Newsletter

ISSN 0047-0465
Vol. 8, No. 4

February 1980

The Census Is Coming! The Census Is Coming!

CENSUS '80 APRIL 1

It is not Paul Revere, but television, radio, newspapers, magazines, billboards and even preachers in pulpits proclaiming the news: the 1980 Census will take place on April 1, 1980. The Population Reference Bureau is pleased to play a role in alerting the nation to this important population event. The teaching module accompanying this issue of *Interchange*, "How America Studies Itself: The U.S. Census," describes the history, purposes, benefits, controversies and procedures of the national head (and housing) count which has taken place every ten years since 1790.

The module consists of a student reading, the 1980 Census questionnaire, discussion questions and learning activities. Among them are role playing, analysis of population and other trends using census data, and debating ideas in a newspaper editorial critical of the census. References for further information about the Census Bureau and its products and the addresses of its regional offices are provided for student research.

Since the founding of the nation, the census has recorded and reflected societal change. "How America Studies Itself: The U.S. Census" should be a lively and timely addition to the classroom. It will be printed as a special insert in the February issue of *Social Education*, the journal of the National Council for the Social Studies.

Bulletin! The Federation for American Immigration Reform (FAIR) has filed a lawsuit against the Bureau of the Census which may delay the 1980 Census. The lawsuit calls for the exclusion of illegal immigrants from the census count which is used to reapportion seats in Congress. The purpose is to prevent states with large numbers of illegal residents from gaining an unduly large number of representatives. The census questionnaire does not distinguish between legal and illegal immigrants since the Constitution merely requires a count of "the number of persons in each State." Therefore, if the lawsuit is successful, the census would have to be postponed while new forms were designed and printed.

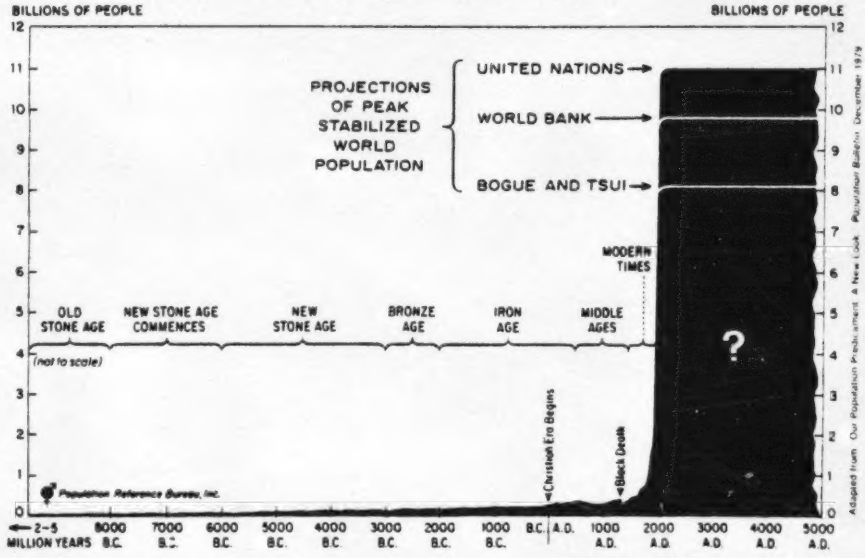
Our Predicament

A new PRB *Bulletin*, "Our Population Predicament: A New Look," reports some good news on the population front. As the 1980s dawn, the *rate* of world population growth is down—from a peak of about 2 percent annually somewhere in the mid-1960s to about 1.7 percent today. The bad news is that the *numbers* of people added each year are up. Global population is now at 4.4 billion and growing by some 74 million a year, or one million every five days. By the year 2000, the total is expected to be up to 6 billion and the annual increase will be more than 90 million, despite a further drop in the growth rate to 1.5 percent.

Current projections for the world's ultimate population size range from 8 billion, reached about the middle of the next century, to 11 billion in 2125. The difference hinges on when the world as a whole reaches replacement-level fertility—an average of about two children per couple. Because young people in or about to enter their reproductive years now far outnumber people at older ages, it would take another 60 to 70 years after reaching replacement fertility before births and deaths come into balance and world population stops growing, according to the *Bulletin*. The same phenomenon—a large number of people in childbearing years—is responsible for today's continued rapid population growth in spite of the decline in the rate of growth.

(continued)

WORLD POPULATION GROWTH



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New Materials

Pop Ed Through Science Fiction

In *No Room for Man*, high school and college students can explore population and the future through science fiction. Editors Ralph Clem, Martin Greenberg and Joseph Olander have chosen a rich mix of stories dealing with the social consequences of too many people, world food problems, and environmental and resource impacts. A final section is entitled "Solutions?"—note the question mark. Students' imaginations are often fired by fiction in a more powerful way than by "serious" treatment of critical issues; they sometimes are inspired to write and share their own stories dealing with the same issues. Science fiction is particularly powerful in this way because it exaggerates and intensifies today's problems as they are projected into the future. Students can discuss how we can avoid these grim scenarios—such as the one in the first story in this collection, "Billenium," in which population density is so high that . . . Find out what happens in *No Room for Man*, a $4.50 paperback published in 1979 by Littlefield, Adams & Co., 81 Adams Drive, Totowa, N.J. 07512.

More New Materials

• The new *Directory of Resources on Global/International Education* is now available from the publisher of *The Social Studies*. It contains an annotated list of organizations in the field of global or international education, including the purpose of the organization and the resources they provide to educators. There is also a list of federal agencies, intergovernmental organizations and foreign embassies, as well as a good bibliography of books, periodicals and instructional materials. A valuable resource for educators. 1979; $2.00. Heldref Publications, 4000 Albemarle Street, N.W., Suite 504, Washington, D.C. 20016.

• The National Council for Geographic Education provides a wealth of information and materials for population educators. They produce the *Journal of Geography* seven times a year which often contains articles on population, such as "California's Population Geography: Lessons for a Fourth Grade Class" or "Population Explosion in Africa: Further Implications." They also publish the *Instructional Activities Series*—a series of low cost teaching activities for elementary and secondary classrooms. "Population: 1 + 1 = 2Many" for elementary grades and "But the Earth Abideth Forever: Values in Environmental Education" for secondary grades are two examples. For a publications list or membership information, write: The National Council for Geographic Education, University of Houston, Houston, Texas 77004.

• Designed to be a practical handbook for teachers of all grade levels, *Teaching the Future: A Guide to Future-Oriented Education* by Draper Kauffman is the ideal tool to help students prepare for tomorrow. The major section of the book contains over twenty exercises, including many dealing with population growth, successfully used by teachers in a wide range of grade levels and settings. The appendix contains a useful list of recommended readings, resources and audiovisual aids. 1976. $7.95. ETC Publications, Drawer 1627-A, Palm Springs, California 92292.

(continued from p. 1)

Because of the momentum of population growth, population programs are racing the clock. For every decade of delay in achieving replacement-level fertility, the size of the world's ultimate stabilized population will be about 11 percent greater. To order this *Bulletin*, send $2.00 to PRB, Box 35012, Washington, D.C. 20013.

• • •

PRB members received "Our Population Predicament: A New Look" in December. If you aren't a member, we would like to remind you of our special educator memberships. For only $10 a year, if you are a school teacher, or $15 a year for college teachers, you will receive over 20 PRB publications annually.

This May Be It!

For those of you who have been receiving *Interchange* and accompanying teaching material for over a year, this may be your last mailing. As much as we'd like to continue offering them at a rate of $0.00, our budget cannot permit this practice for more than one year. So, to those of you receiving an invoice, we ask, "Won't you please join us?" An Educator Membership is only $10 for a school teacher and $15 for a college teacher.

PRB Materials and Memberships

Are you interested in rounding out your INTERCHANGE collection? Back issues of INTERCHANGE and the TEACHING TOOL are available for $1.00 each. Two or more copies are 75¢ each. Titles include:

- "The Cost and Value of American Children," September 1977
- "Marriage, Divorce, and Living Together," January 1978
- "World Population and Beyond," May 1978
- "Population Density and Mobility in the U.S.," September 1978
- "The Future and Population: What Will a No-Growth Society Be Like?" December 1978
- "Study Guide to Charts on Children" with notebook-size set of Series IV charts, February 1979
- "Population Education: Sources and Resources" with "Ideas for Student Themes on Population" May 1979

To order, simply send a check to the address below.

If you find INTERCHANGE interesting and useful, you would probably enjoy receiving other Population Reference Bureau publications: INTERCOM, the population news magazine; POPULATION BULLETIN, a bi-monthly in-depth study of one population topic; WORLD POPULATION DATA SHEET, an indispensable survey of 13 variables on 162 nations.

PRB Educator Members receive all the above publications, 25 pieces a year, for only a fraction of the regular membership fee.

Elementary and secondary teachers pay $10 a year; college teachers pay $15; all students pay $5. The regular individual membership is $25.

To join, simply send your name, address (and school affiliation if different from address), and check to: Population Reference Bureau, P.O. Box 35012, Washington, D.C. 20013.

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Interchange is . . .

a publication of the Population Reference Bureau, published quarterly during the academic year. This issue was written by Elaine M. Murphy and Patricia Cancellier, with the editorial assistance of Marge Dahlin. Educators may receive a one-year free subscription to Interchange upon request. The purpose of the newsletter is to further the goal of infusing population materials into U.S. schools by: (1) presenting information on population-related issues; (2) distributing classroom materials; and (3) reviewing developments in the field of population education. Interchange depends upon an exchange of information and ideas and thus openly solicits correspondence from its readers.

The Population Reference Bureau, Inc., 1337 Connecticut Ave., N.W., Washington, D.C. 20036, is a nonprofit education organization established in 1929. The Bureau is a source of information on the facts and implications of national and world population trends.

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HOW AMERICA STUDIES ITSELF: THE U.S. CENSUS

A Teaching Module

POPULATION REFERENCE BUREAU, INC.

1337 CONNECTICUT AVENUE, N.W.
WASHINGTON, D.C. 20036

TO THE TEACHER

Grade Level Upper High School and Undergraduate.

Time Needed Approximately 30 minutes for essay. Additional activities can vary from 15 minutes to one hour, or more for outside research, according to the discretion of teacher.

Contents 1) Student Reading, "How America Studies Itself: The U.S. Census," 2) Discussion Questions, 3) 1980 Census Questionnaire, 4) Count Yourself In, 5) Starting a Business, 6) The State of the States, 7) Another Viewpoint, 8) Sources of Census Information.

Objectives

1. To describe the U.S. census as an important sociologic tool recording and reflecting societal change.
2. To provide factual information about the U.S. census, in particular, the 1980 Census.
3. To provide a brief history of the census.
4. To describe the current uses of the census and the benefits to Americans.
5. To build trust in the confidentiality of the census and the Census Bureau.
6. To give students practice with census forms.
7. To help students gain access to census data for research purposes and to provide references for further information about the Census Bureau and its work.

Materials All materials (except audiovisual aids) are included in this unit. Teachers are invited to reproduce the module for their students or to obtain additional copies from the Population Reference Bureau, 1337 Connecticut Ave., N.W., Washington, D.C. 20036. Single copy free; two or more copies, 75¢ each.

Suggested audiovisual aids:

"Population Growth and the American Future"—a 60-minute, color film which presents the findings of the Commission on Population Growth and the American Future. Available on loan from the Population Reference Bureau (address above). $5.

"Fact Finder for the Nation"—a 13½- or 28½-minute, color film which presents the Census Bureau and its work, including the tremendous preparation that goes into the decennial census. Available on loan from the National Audiovisual Center (GSA), Washington, D.C. 20409. Free. "We"—a 13½- or 28½-minute film which presents the findings of the 1970 Census. Available on loan from the National Audiovisual Center (GSA), Washington, D.C. 20409. Free.

ACKNOWLEDGEMENTS

How America Studies Itself: The U.S. Census was written by Elaine M. Murphy and Patricia Cancellier. Editorial assistance was provided by Phyllis Avedon, Arthur Haupt and Jean van der Tak. Our thanks to Conrad Taeuber, director of the 1970 Census, for his help and suggestions, and to Missy Parks, PRB Intern, for her help and good cheer.

This teaching module is not to be confused with the curriculum packages, entitled *Count Me In!*, developed by the Bureau of the Census for elementary and secondary grades. Each package includes a teacher's workbook and a set of printing masters from which student lesson sheets can be reproduced. The appropriate curriculum package will be sent to the principal of each elementary and secondary school in the country prior to Census Day, April 1, 1980.

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HOW AMERICA STUDIES ITSELF: THE U.S. CENSUS

It is 1790. A family's dinner is interrupted by a knock on the door. "Come in," says the father. A U.S. marshal enters. "Who is the head of this household?" he asks, looking at the father. "How many free white males are there under 16? How many 16 or over? How many free white females? How many slaves? Any other free persons living here?" He tallies the answers on a sheet of paper and writes down only the name of the father. As he is going out the door he adds, "If you want to change anything, the information about you and the rest of the town will be posted in the tavern."

A bizarre episode? Deliberate racism and sexism? An outrageous invasion of privacy? Not in 1790. The event was the first U.S. census and the marshal was an official census taker, one of 17 marshals and their 200 assistants who went door-to-door to count the number of people in the brand-new American nation. The Constitution, ratified only the year before, required a census to be taken within three years of the first meeting of the Congress and every tenth year after that. The 1980 Census is the 20th such enumeration, and like the very first census, it will be the best source of information we have about ourselves—information essential for the political, governmental and economic life of our country.

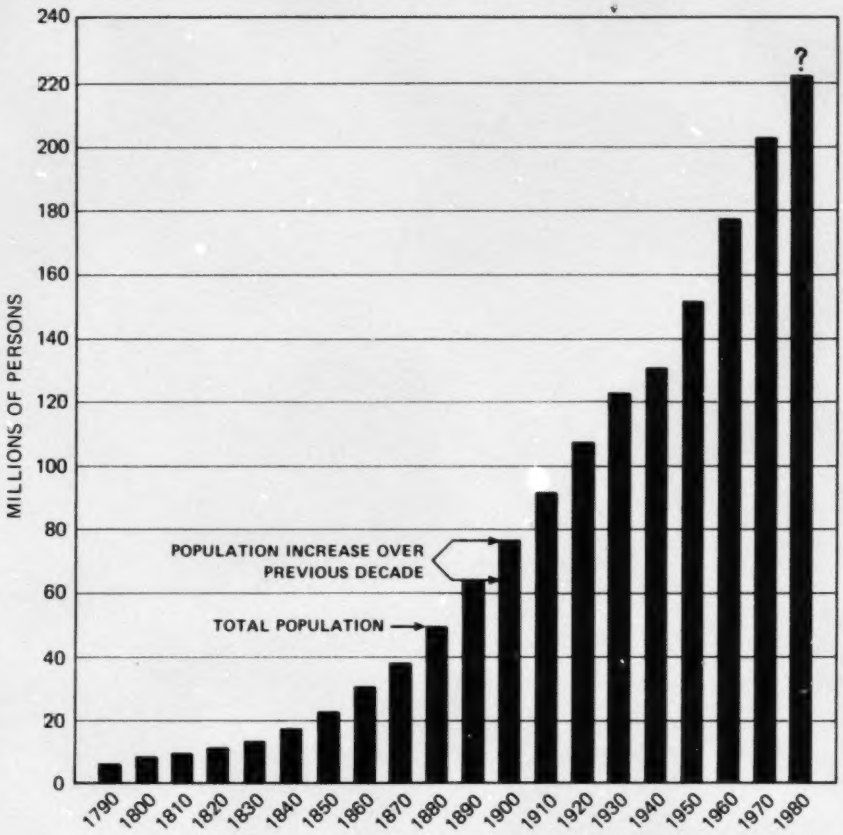
In almost every other way, however, the 1980 Census will be unlike its early counterpart. Today's census, like the country it describes, has changed dramatically. These changes—in the number and kinds of questions asked, in the process of gathering, analyzing and disseminating the information, in the uses made of the information, and, in particular, in the confidentiality of the information—reflect our nation's development. Many of the changes involve adopting modern methods to tackle the awesome tasks involved in taking a census of a mobile, widespread, and ever-larger population (less than 4 million in 1790, more than 220 million in 1980). But the most important changes in the census concern the government's right to gather data, its citizens' rights to privacy, the full recognition of women and minorities, and the importance of citizen participation in a democracy.

Why a Census—Then

The most important reason for taking a census then (and now) was to ensure that citizens were fully represented in the federal government of the new nation—not a surprising goal considering that one of the grievances leading to the Revolution was "taxation without representation." According to the Constitution, the total number of seats in the House of Representatives would be divided, or apportioned, among the states. The numbers of representatives each state could send to the House of Representatives would depend on the population of that state, as measured by the census. As the population of the various states grew or declined, the seats in the House of Representatives would shift among the states accordingly, a process called reapportionment. For example, according to estimates of the 1980 Census, eight states will gain one or more seats in Congress, while six states will lose seats. Because New York's population decreased the most between 1970 and 1980, it will lose four seats (see map on page 2).

The Constitution also stated that ". . . direct taxes shall be apportioned among the several states which may be included within this Union, according to their respective numbers. . . ." In

TOTAL POPULATION OF THE UNITED STATES, AND DECENNIAL POPULATION INCREASE: 1790 TO 1980



Source: The Bureau of the Census

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addition to taxation, the first census was used to identify males eligible for military service. Neither of these functions has survived; the Internal Revenue Service and the Department of Defense have taken on these roles. In fact, for today's purposes, the census no longer deals with the identity of individuals except to make sure all have been included in the count; information collected from censuses is used only as statistics to describe, for example, the number of people and the average income in a particular city.

Why a Census—Now

Reapportionment remains an essential purpose of the census. Besides determining the actual number of representatives to Congress, census population figures are used to define the Congressional districts within states from which the U.S. Representatives are elected, and the districts used for state legislatures as well. Every ten years, when new population figures from the census become available, state legislators can redraw (redistrict) their election districts. In the past some state politicians have misused census data in two ways to favor their own parties. Through malapportionment, the creation of districts unequal in size, some parts of the state had more than their fair number of representatives in Congress (or the state legislature) while other parts were underrepresented. Through gerrymandering*, district lines were redrawn to split up groups of voters that might

*Gerrymandering got its name from Massachusetts Governor Elbridge Gerry who in 1812 drew up election districts to favor his party and in so doing created one district whose shape resembled a salamander. An outraged journalist called this strange-looking district a "gerrymander."

DUNAGIN'S PEOPLE

"According to the Census Bureau, our state will gain two congressmen. . . . That's the price we pay for overpopulation."

successfully elect an opposing state or Congressional candidate. When this voting bloc was divided into two or more districts, they no longer had the political power they had as a majority in one district. The voting bloc to be split up may have been Democrats or Republicans or a group—Blacks, Hispanics, the elderly, occupational groups—whose voting patterns represented a threat to the party in power.

Gerrymandering and malapportionment have since been challenged in the courts and largely controlled. All election districts within a state now must be approximately equal in population size and have a reasonable geographic shape.

Getting a Piece of the Federal Pie

The distribution of federal money to states, cities, counties and other units of government depends on accurate census information. More than $50 billion annually is distributed using population data as part of various formulas which determine the amounts given. These funds are for revenue sharing (through which some federal tax revenue is turned back to the states) and for more than 100 federal aid programs.

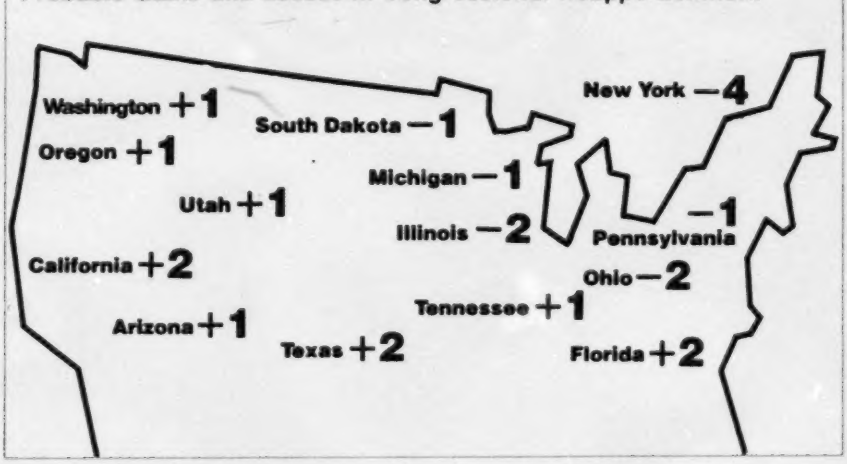
With that much money at stake, it is not surprising that there have been controversies about the fairest way to divide the federal pie. Although some contend that the most populous states should receive the most money, only a few federal programs distribute money to states on the basis of their total population size alone. Other programs use more precise measures. For example, a federally-funded nutrition program for the elderly distributes funds to states according to the number of persons aged 60 and over. These special segments of the population are a better indicator of need but are still inadequate in many cases. Some child welfare funds are distributed on the basis of the number of children in each state under 21, rather than on estimates of the number of homeless, neglected and dependent children.

Planning and Measuring the Quality of Life

State and local governments depend on census data whether or not they receive federal funds. Public facilities such as schools, fire and police stations, water and sewer plants, and roads must be planned not only to serve present populations but future populations as well. Information from the most recent census and census projections—on population size, density, age distribution, education, income, occupation, mobility and households—can help planners decide whether a facility is needed, and if so, where to put it. For example, knowledge from the census about the number, location and income level of its citizens over age 60 can help a community plan its services to the elderly, such as special buses or recreation centers. Similarly, census-gathered information on fertility and migration trends can help a local school system decide whether to put its money into more elementary schools or into adult education.

A nation committed to improving the quality of its citizens' lives needs to know whether things have improved through the years and whether its programs have worked. Census questions about the quality of housing, such as how many people live in how many rooms, and whether there are complete plumbing facilities, permit some

Probable Gains and Losses in Congressional Reapportionment



Source: Bureau of the Census

measurement of progress (or lack of it) in the quality of homes Americans live in. Census questions on education, income and marital status permit us to measure important changes in American society. Because census information is also gathered on race or ethnic group and can be examined according to geographical area, we can tell, for example, whether Black income and level of education have improved, and whether people are better off in certain parts of the country, or in the various neighborhoods of a specific city. This information will help government planners target their programs more efficiently. Of course, the census cannot measure all aspects of the quality of life, but having information about some aspects of it is at least one step in the process of improving it.

We Make It Our Business

The fastest growing use of census statistics has been in the business world. There is hardly an American corporation that does not use census information, such as the number of people in certain age or ethnic groups or income brackets, to decide which products will have the biggest market. In the 1960's, for example, the Ford Motor Company developed the Mustang for what was then a large and growing number of 18- to 24-year-olds. The same type of census information is useful when companies are deciding where to promote a certain product. For example, a company would not plan an advertising campaign for baby food in a city with a high proportion of elderly and a low proportion of young couples. Companies also use census data on population size, density, age groups and income to determine sales territories, to set realistic sales goals, and to locate a store to attract sufficient customers and employees.

My How You've Changed

With the exception of reapportionment of U.S. Representatives, the reasons for having a census in the first place have changed to reflect the information needs of the large, industrial and complex nation we have become. Of course, the techniques of taking the census have changed too, from a system using a few U.S. marshals on horseback to a system employing thousands of enumerators, and utilizing the U.S. Postal Service, modern transportation, and computers. In fact, the first punch card ("IBM card") was invented in the 1890's by a Census Bureau employee, Herman Hollerith, and in the early 1950's the Bureau became the first large scale (non-military) user of the new computer technology. Today, a high-speed computerized system called FOSDIC (Film Optical Sensing Device for Input to Computers) "reads" the penciled-in circles of millions of census questionnaires.

The questions asked every ten years in the census questionnaire have also varied in number and kind.

The census grew from the few questions asked in 1790 to 45 in the 1890 Census which had the longest and most personal schedule (questionnaire). By this time questions had appeared on citizenship, place of birth, native or foreign-born parentage, crime, charitable giving and numbers of "deaf, dumb, blind, illiterates, idiots, and pensioners." So much information was requested that responding to the long census forms became burdensome indeed. Fortunately, the burden since then has declined drastically. Entire categories of questions were dropped as information became available from other sources. Sampling procedures—obtaining accurate estimates of the whole population by asking questions of a representative sample—have relieved 80 percent of the households in the U.S. from answering more than seven population questions and twelve housing questions (see page 7).

The More Important Changes

Some questions were dropped because Congress and the public found them objectionable or unnecessary,

Topics Covered By the 1980 Census

Population	*Housing*
Items Collected at Every Household	
Household Relationship	Number of units at address
Sex	Complete plumbing facilities
Race	Number of rooms
Age	Whether unit is owned or rented
Marital status	Condominium identification
Spanish/Hispanic origin or descent	Value of home
	Rent
	Vacant for rent, for sale, and period of vacancy
Items Collected at Sample Households	
School enrollment	Type of unit
Educational attainment	Stories in building and presence of elevator
State or foreign country of birth	Year built
Citizenship and year of immigration	Year moved into this house
Current language and English proficiency*	Acreage and crop sales
Ancestry*	Source of water
Veteran status and period of service	Sewage disposal
Presence of disability or handicap	Heating equipment
Children ever born	Fuels used for house heating, water heating, and cooking
Marital history	Costs of utilities and fuels
Employment status last week	Complete kitchen facilities
Hours worked last week	Number of bedrooms
Place of work	Telephone
Travel time to work*	Air-conditioning
Persons in carpool*	Number of automobiles
Year last worked	Number of light trucks and vans*
Industry	Homeowner shelter costs for mortgage, real-estate taxes, and hazard insurance*
Occupation	
Class of worker	
Work in 1979 and weeks looking for work in 1979*	
Amount of income by source and total income in 1979	
Other Topics	
Families	Persons per room ("crowding")
Family type and size	Household size
Poverty status	Plumbing facilities
Population density	Institutions and other group quarters
Size of place	Gross rent
	Farm residence

*New items

Source: U.S. Bureau of the Census

and for the same reasons, some suggested questions were never added. For example, a question about religion has been requested for several decades, but rejected because it was judged too personal and a potential infringement of the separation between church and state. A recent law now forbids the asking of a census question on religion.

Other questions show sensitivity to changing realities. In 1790, slaves were counted as 3/5 of a person; today, questions on race are included in order to measure the improvement in the lives of Blacks and other minorities—an improvement to which numerous federal programs are dedicated. In 1790, only the head of the household (usually a man) was named and the others living there were merely counted, a frustrating situation for people seeking information about their female ancestors. Today, all people are named. The 1980 Census also reflects major changes in women's status. As late as the 1970 Census, the questionnaire asked for the name of the "head of household," followed by "wife of head." Now the form asks only that the person listed first be the one in whose name the home is owned or rented, and that the relationship of other members of the household to that person be specified.

The Biggest Change

Perhaps the biggest change of all involves confidentiality. In contrast to the early days when census information was posted in public places, today's returns are absolutely secret. Census takers and all Census Bureau employees take an oath to protect the identities of individuals. All information is used only in statistical form. No names are transferred to the computers which calculate these statistics. Forms which include names are kept in one well-guarded place; these forms can only be used by census employees and only at the request of the individual named in the form for certain purposes—for example, to establish his or her age if needed for social security benefits when other evidence of age is not available. The law currently states that only after 72 years are such forms available to historians and those seeking their "roots."

The Census Bureau has never violated its oath, in spite of sometimes intense pressure to do so. During World War II, near-hysteria about Japanese-Americans' loyalty led to the internment of these U.S. citizens, one of the most serious violations of civil liberties in our nation's history. The Secretary of War requested the Census Bureau to supply names, addresses and ages of all persons of Japanese heritage living on the West Coast. The Census Bureau refused. In 1947, during a period of fear of Communist infiltration, the FBI requested information from census records about certain individuals. Again the Census Bureau refused to cooperate.

DEPARTMENT OF COMMERCE BUREAU OF THE CENSUS
Another American every 21 seconds
OUR CHANGING POPULATION
The Population Clock above registers the change of the American population– a summary of the components detailed below.
A BIRTH every 10 seconds
A DEATH every 16 seconds
AN IMMIGRANT every 81 seconds
AN EMIGRANT every 15 minutes

On Census Day, April 1, 1980, the reading for the total U.S. population on this clock at the Department of Commerce is expected to be about 222 million.

The Undercount

In spite of the Census Bureau's faithfulness to its oath of secrecy, some people are still skeptical and reluctant to answer census questions. This feeling is particularly high among Blacks, Hispanics and the poor. Some members of minority groups have felt left out of the "American Dream" and are suspicious of government intrusion in their lives. And so the undercount—people missed by the census—is higher among them. (The Census Bureau knows there is an undercount by checking the actual count against immigration, birth and death records and data from previous censuses.) About 2½ percent of the total population (5 million people) were missed in the last census, but over 7 percent of the Black population. The irony is that, because of the undercount, minority communities lose political representation and their fair share of federal funds.

The Census Bureau is making many special efforts to reduce the undercount in 1980. It has developed a program to work with minority group leaders and with local and national minority organizations. It has hired many members of minority groups as census enumerators and has published a Spanish version of the census questionnaire. It has tried to reassure all residents of the U.S.—even those who are here illegally—that their identities will be kept secret and that accurate census data will be beneficial to them and their communities. In addition, a massive media and education campaign will aim at encouraging all residents of the U.S. to cooperate with the census.

Stand Up and Be Counted

The real test is what happens on Census Day, April 1, 1980, when approximately 222 million people living in 80 million housing units will be asked to complete and return their questionnaires on population and housing. The preparation for Census Day 1980 started in 1973 when the formal work for the 1970 Census was completed, and the Census Bureau could utilize the 1970 experience to plan for 1980. Public hearings held around the country allowed thousands of census data users and the general public to make suggestions about questions to add or drop from the 1970 Census questionnaire. After careful consideration, the questions for the 1980 Census were chosen.

The next step was to make sure every household would receive a questionnaire. The Census Bureau began by purchasing a list of U.S. household addresses from a commercial firm and supplemented that list with its own field work. The U.S. Postal Service then checked and corrected the addresses. Finally, census enumerators (census takers) will recheck the addresses in their area just prior to the mailing of the census questionnaires.

The Census Bureau pretested the questionnaire, methods and organization of the 1980 Census several times. Pretest censuses were carried out in Texas, New Jersey, California and areas of Puerto Rico. The pretests showed difficulties in interpreting certain questions and as a result changes were made or questions were dropped. The last step was to hold three "dress rehearsal" censuses to test every aspect of the census plans.

On March 28, 1980, the U.S. Postal Service will deliver a census questionnaire to each American household. Households in 90 percent of the country will be asked to fill it out and mail it back on April 1. If the forms are not returned or are incomplete, an enumerator will phone or visit the household two or three weeks later to obtain the needed information directly or to determine that the dwelling unit is not occupied or no longer exists. The remaining households are in sparsely settled areas in which it is not feasible to prepare an address list in advance. Their questionnaires are delivered unaddressed by mail but picked up by an enumerator several days later.

The Census Bureau has also set up special procedures to reach those people without permanent addresses—migratory workers, "street people," those in hotels, missions, campgrounds, etc. Other procedures are used to count the residents of college dormitories, military barracks, nursing homes, rooming houses and other institutions.

There are two versions of the 1980 Census questionnaire: the "short" form and the "long" form. The majority of American households—80 percent—will receive the short form, which takes about 15 minutes to fill out. It is made up of seven questions about each person, such as name, sex, age and race, and twelve questions on housing. The long form, which takes about 45 minutes to complete, contains the same questions plus an additional 20 questions about the housing unit and 26 about each person in the household. So the entire U.S. population will not be burdened with a long questionnaire, it is sent to only one out of every six households in most areas of the country and, in those areas with less than 2500 people, to one out of two households.

A quarter of a million enumerators will be hired for the 1980 Census, making the Census Bureau, at least temporarily, one of the nation's largest employers. At other times, the Census Bureau (a part of the Department of Commerce) still employs thousands of people at its headquarters just outside Washington, D.C., and in its twelve regional offices. Besides the work involved in the decennial censuses, the Census Bureau gathers information at specific intervals through censuses of agriculture, governments, manufacturing, mineral industries, retail, wholesale and service businesses, transportation and construction. It also takes more than 250 surveys each year, the best known of which is the monthly Current Population Survey which provides estimates (based on interviews) of employment, unemployment, income, schooling, age, race, sex, marital status and living arrangements at the national level.

To collect, analyze and report on all of this information requires the talents of people in many different fields. Among others, the Census Bureau hires: statisticians, economists, demographers, writers, editors, artists, computer programmers, personnel supervisors, administrators, accountants, and of course the enumerators.

The enumerators, in the course of their work, sometimes have unusual experiences such as delivering babies, putting out fires, and saving lives. Some have had to make their rounds on horseback, small planes, helicopters, outrigger canoes, snowshoes, skis and snowmobiles. While a few people are hostile, almost everyone cooperates with the census taker. In fact, some people go out of their way to be cooperative. One census taker, after knocking on a door, heard a man ask her in a feeble voice to climb in the window. She did and found an 85-year-old man lying helpless on the floor. He motioned to the next room and said, "My census form is in there. It's all filled out." The census taker put him into bed and called a doctor.

Discovering America

What will we discover about ourselves when the enormous task is completed? Judging by Census Bureau estimates, the population on April 1, 1980, should be approximately 222 million, almost 20 million more than the population ten years ago. This growth will be due in part to the fact that, in spite of our record low birth rate, there have been over a million more births than deaths annually. About a quarter of the growth is from legal immigration from other countries.

The South and West are the areas of fastest growth and there has been migration out of the older population centers of the Northeast and North Central states. The number of households is growing twice as fast as the population—in part due to the large number of young adults, the rising divorce rate, the trend toward smaller families and the fact that more people live alone than in past decades. In many ways life has improved for the nation's minorities, but the gap between the rich and poor has widened. Because of our low birth rate, the proportion of older people in our population has increased. The vast majority of Americans live in metropolitan areas, but small towns are now growing faster than cities.

These are a few of the expected findings of the 1980 Census, the twentieth of an unbroken series. These censuses have witnessed the change of the U.S. from a small agricultural country of Native American and European heritage to a large, urban, industrial and multi-ethnic nation, spread out across a continent and constantly on the move. Although only established as a permanent agency in 1902, the Census Bureau has continued the tradition of the early censuses, providing in its thousands of reports (in written, microfilm and computer tape form) information essential for guiding and measuring our national progress. Using the rich resources of the Census Bureau is one of the best ways to discover America.

Sources: *Census '80: Continuing the Factfinder Tradition*, U.S. Bureau of the Census textbook, forthcoming.

Francese, Peter K., "The 1980 Census: The Counting of America," *Population Bulletin*, Vol. 34, No. 4 (Population Reference Bureau, Inc., Washington, DC, 1979).

Lee, Anne S. and Everett S. Lee, "The Development of the United States Census," *Population Profiles*, Unit 15 (Center for Information on America, Washington, CT, 1975).

DISCUSSION QUESTIONS ON THE ESSAY

1. Why did the Constitution require a census every ten years?
2. What were the questions asked on the first census in 1790? How do they reflect a very different society from ours today?
3. What major purpose of the census has continued to the present? Which early purposes have been dropped?
4. Why is reapportionment so important? How is census information used in this process?
5. What is "gerrymandering" and how does it misuse census data?
6. Why is most federal money not distributed to state and local governments on the basis of population size alone? What other factors should be considered?
7. How would an agency of the federal government use census statistics, e.g., the Department of Transportation, the Department of Agriculture or the Department of Health and Human Services?
8. How do local communities use census data?
9. How does the census help to measure the "quality of life" of its citizens and in particular minority groups, women, the elderly and other special groups?
10. How do businesses use census information?
11. Why did the number of census questions grow until 1890 and then decline to the few questions (19) asked of everyone today?
12. How does the census questionnaire show new sensitivity to women, blacks and other minorities?
13. Describe the change over the years in the concept of confidentiality of census information. What pressure has there been to reveal census information?
14. Why is the undercount highest among minority groups? How are minority groups hurt by the undercount?
15. What has the Census Bureau done to increase cooperation with the census among minority groups and the general public?
16. How does the Census Bureau determine the number and location of households to which it will mail the census questionnaire?
17. What efforts does the Census Bureau make to receive complete information from everyone in the U.S.?
18. Why do about 20% of the households receive a "long" form of the census questionnaire while all the others receive a "short" form?
19. What kinds of workers are hired by the Census Bureau?
20. What are some of the expected findings of the 1980 Census? What are a few of the major changes in the U.S. from the time of the first census to today? How can we obtain these findings?

DISCUSSION QUESTIONS ON THE CENSUS FORM

1. How do you fill out the form if there are more than seven people living in your household?
2. How do you list a college student who is actually living away from home in a college dormitory?
3. The Census Bureau defines a family as all persons living in the same housing unit who are related to the person listed in the first column by blood or marriage. Which categories in question 2 would represent family members? What might some of the write-in answers be?
4. If you lived in a houseboat with an enclosed engine room, a bathroom, and a combination bedroom and kitchen, how many rooms would you say you had in question H7?

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THE 1980 CENSUS QUESTIONNAIRE—THE "SHORT" FORM

NOTES

Because of space limitation we have reduced the size of the questionnaire and have eliminated columns 3 to 6, page 4, and the back cover. The census questionnaire will also have blue shading, not gray.

On page 4 you are asked to provide the names and addresses for the persons you listed in question 1 as being in your home only temporarily, and if you answered "yes" to questions H1, H2, or H3, the names of the people you did not include. You are also asked to provide the name of the person who filled out the form, the telephone number at which the people in the household can be called, and the date the form was completed.

On the back cover you are asked to correct the apartment number or other identification if it is incorrect on your form.

1980 Census of the United States

How to fill out your Census Form

See the filled-out example in the yellow instruction guide. This guide will help with any problems you may have.

If you need more help, call the Census Office. The telephone number of the local office is shown at the bottom of the address box on the front cover.

Use a black pencil to answer the questions. Black pencil is better to use than ballpoint or other pens.

Fill circles "O" completely, like this: ●

When you write in an answer, print or write clearly.

Make sure that answers are provided for everyone here.

See page 4 of the guide if a roomer or someone else in the household does not want to give you all the information for the form.

Answer all the questions on pages 1 through 5, and then starting with pages 6 and 7, fill a pair of pages for each person in the household.

Check your answers. Then write your name, the date, and telephone number on page 20.

Mail back this form on Tuesday, April 1, or as soon afterward as you can. Use the enclosed envelope; no stamp is needed.

Please start by answering Question 1 below.

Question 1

See Page 1A.

List in Question 1

- Family members living here, including babies still in the hospital
- Relatives living here
- Lodgers or boarders living here
- Other persons living here
- College students who stay here while attending college, even if their parents live elsewhere
- Persons who usually live here but are temporarily away (including children in boarding school below the college level)
- Persons with a home elsewhere but who stay here most of the week while working

Do Not List in Question 1

- Any person away from here in the Armed Forces
- Any college student who stays somewhere else while attending college
- Any person who usually stays somewhere else most of the week while working there
- Any person away from here in an institution such as a home for the aged or mental hospital
- Any person staying or visiting here who has a usual home elsewhere

1. What is the name of each person who was living here on Tuesday, April 1, 1980, or who was staying or visiting here and had no other home?

Note

If everyone here is staying only temporarily and has a usual home elsewhere, please mark this box ☐

Then please:

- answer the questions on pages 2 through 5 only, and
- enter the address of your usual home on page 20.

Please continue

Please continue

Form Approved
O M B No 41-S78006

The official 1980 Decennial Census logo depicts two key aspects of this decade's U.S. population count: The date, and that its concept is "please-fill-it-out-yourself."

THE 1980 CENSUS QUESTIONNAIRE (CONT.)

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GUIDE TO THE 1980 CENSUS

When your household receives a 1980 Census questionnaire, there will be an instruction booklet included. It contains information on the census, how to fill out your census form, why the census asks certain questions, and instructions for the census questions. We cannot include the entire booklet, however, the more important information is summarized below.

HOW TO FILL OUT THE CENSUS FORM

If you can't answer a question exactly, see if someone else knows or give your best estimate.

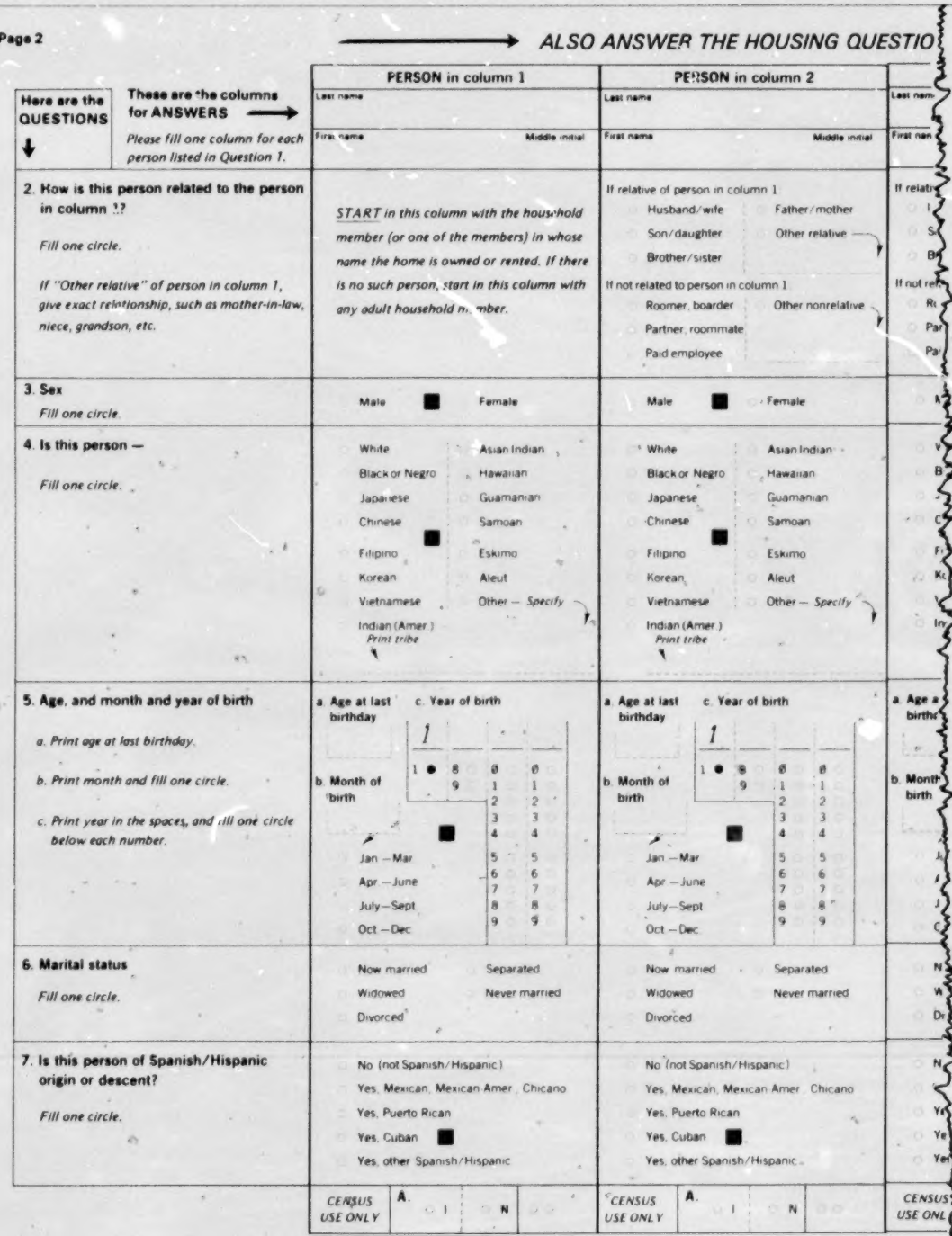
If someone in your household, such as a roomer or boarder, does not want to give you information for the form, list their name and answer questions 2 and 3.

Use a black pencil to answer the questions. Fill circles "o" like this ●.

If there are more than 7 people in your household, list all of them in question 1, fill out the form for 7 and mail it in. A census taker will call to obtain the rest of the information.

INSTRUCTIONS FOR POPULATION QUESTIONS

In the first column print the name of one of the household members in whose name the nome is owned or



Page 2

ALSO ANSWER THE HOUSING QUESTIO

Here are the QUESTIONS ↓

These are the columns for ANSWERS →

Please fill one column for each person listed in Question 1.

PERSON in column 1 — Last name / First name / Middle initial

PERSON in column 2 — Last name / First name / Middle initial

2. How is this person related to the person in column 1?

Fill one circle.

If "Other relative" of person in column 1, give exact relationship, such as mother-in-law, niece, grandson, etc.

START in this column with the household member (or one of the members) in whose name the home is owned or rented. If there is no such person, start in this column with any adult household member.

If relative of person in column 1:
Husband/wife · Father/mother · Son/daughter · Other relative · Brother/sister

If not related to person in column 1:
Roomer, boarder · Other nonrelative · Partner, roommate · Paid employee

3. Sex

Fill one circle.

Male ■ Female

4. Is this person —

Fill one circle.

White · Black or Negro · Japanese · Chinese · Filipino · Korean · Vietnamese · Indian (Amer.) *Print tribe* · Asian Indian · Hawaiian · Guamanian · Samoan · Eskimo · Aleut · Other — *Specify*

5. Age, and month and year of birth

a. Print age at last birthday.

b. Print month and fill one circle.

c. Print year in the spaces, and fill one circle below each number.

a. Age at last birthday

c. Year of birth: 1

b. Month of birth: Jan — Mar · Apr — June · July — Sept · Oct — Dec

6. Marital status

Fill one circle.

Now married · Separated · Widowed · Never married · Divorced

7. Is this person of Spanish/Hispanic origin or descent?

Fill one circle.

No (not Spanish/Hispanic) · Yes, Mexican, Mexican Amer., Chicano · Yes, Puerto Rican · Yes, Cuban · Yes, other Spanish/Hispanic

CENSUS USE ONLY — A. I N

A message from the Director.
Bureau of the Census...

We must from time to time, take stock of ourselves as a people if our Nation is to meet successfully many national and local challenges we face. This is the purpose of the 1980 census.

The essential need for a population census was recognized almost 200 years ago when our Constitution was written. As provided by article 1, the first census was conducted in 1790 and one has been taken every 10 years since then.

The law under which the census is taken protects the confidentiality of your answers. For the next 72 years-or until April 1, 2052-only sworn census workers have access to the individual records, and no one else may see them.

Your answers when combined with the answers from other people will provide the statistical figures needed by public and private groups, schools, business and industry, and Federal State and local governments across the country. These figures will help all sectors of American society understand how our population and housing are changing. In this way, we can deal more effectvely with today's problems and work toward a better future for all of us.

The census is a vitally important national activity. Please do your part by filling out this census form accurately and completely. If you mail it back promptly in the enclosed postage-paid envelope, it will save the expense and inconvenience of a census taker having to vist you.

Thank you for your cooperation.

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rented. If no household member owns or rents the living quarters, list in the first column any adult household member who is not a roomer, boarder or paid employee. Print the names of the rest of the household members in the columns that follow.

In question 7 a person is of Spanish/Hispanic origin or descent if that person *identifies* his or her ancestry with one of the listed groups, that is, Mexican, Puerto Rican, etc.

INSTRUCTIONS FOR HOUSING QUESTIONS

In question H7, count only whole rooms used for living purposes, such as living rooms, dining rooms, kitchens, bedrooms, finished recreation rooms, family rooms, etc. Do not count bathrooms, kitchenettes, strip or pullman kitchens, utility rooms, unfinished attics, unfinished basements, or other space used for storage.

In question H9, a *condominium* is housing in which the apartments or houses in a development are individually owned, but the common areas, such as lobbies, halls, etc, are jointly owned.

In question H10b, a *commercial establishment* is easily recognizable from the outside, for example, a grocery store or barber shop.

ON PAGE 3

If you listed more than 7 persons in Question 1, please see note on page 4.

NOW PLEASE ANSWER QUESTIONS H1—H12 FOR YOUR HOUSEHOLD

Page 3

SON in column 7

Middle initial

erson in column 1:
wife
ighter
sister

Father/mother
Other relative

person in column 1:
boarder
roommate
ployee

Other nonrelative

Female

Asian Indian
or Negro
ese
Hawaiian
Guamanian
Samoan
Eskimo
Aleut
se
Other — *Specify*
(Amer.) tribe

c. Year of birth

1 ● 8 9 0 1 2 3 4 5 6 7 8 9

ar
une
ept
c

arried
d
l

Separated
Never married

Spanish/Hispanic)
xican, Mexican-Amer., Chicano
erto Rican
ban
r Spanish/Hispanic

A. I N

H1. Did you leave anyone out of Question 1 because you were not sure if the person should be listed — *for example, a new baby still in the hospital, a lodger who also has another home, or a person who stays here once in a while and has no other home?*

Yes — *On page 4 give name(s) and reason left out.*
No

H2. Did you list anyone in Question 1 who is away from home now — *for example, on a vacation or in a hospital?*

Yes — *On page 4 give name(s) and reason person is away.*
No

H3. Is anyone visiting here who is not already listed?

Yes — *On page 4 give name of each visitor for whom there is no one at the home address to report the person to a census taker.*
No

H4. How many living quarters, occupied and vacant, are at this address?

One
2 apartments or living quarters
3 apartments or living quarters
4 apartments or living quarters
5 apartments or living quarters
6 apartments or living quarters
7 apartments or living quarters
8 apartments or living quarters
9 apartments or living quarters
10 or more apartments or living quarters
This is a mobile home or trailer

H5. Do you enter your living quarters —

Directly from the outside or through a common or public hall?
Through someone else's living quarters?

H6. Do you have complete plumbing facilities in your living quarters, that is, hot and cold piped water, a flush toilet, and a bathtub or shower?

Yes, for this household only
Yes, but also used by another household
No, have some but not all plumbing facilities
No plumbing facilities in living quarters

H7. How many rooms do you have in your living quarters? *Do not count bathrooms, porches, balconies, foyers, halls, or half-rooms.*

1 room
2 rooms
3 rooms
4 rooms
5 rooms
6 rooms
7 rooms
8 rooms
9 or more rooms

H8. Are your living quarters —

Owned or being bought by you or by someone else in this household?
Rented for cash rent?
Occupied without payment of cash rent?

H9. Is this apartment (house) part of a condominium?

No
Yes, a condominium

H10. *If this is a one-family house* —

a. Is the house on a property of 10 or more acres?
Yes ■ No

b. Is any part of the property used as a commercial establishment or medical office?
Yes No

H11. *If you live in a one-family house or a condominium unit which you own or are buying* —

What is the value of this property, that is, how much do you think this property (house and lot or condominium unit) would sell for if it were for sale?

Do not answer this question if this is —
- A mobile home or trailer
- A house on 10 or more acres
- A house with a commercial establishment or medical office on the property

Less than $10,000
$10,000 to $14,999
$15,000 to $17,499
$17,500 to $19,999
$20,000 to $22,499
$22,500 to $24,999
$25,000 to $27,499
$27,500 to $29,999
$30,000 to $34,999
$35,000 to $39,999
$40,000 to $44,999
$45,000 to $49,999
$50,000 to $54,999
$55,000 to $59,999
$60,000 to $64,999
$65,000 to $69,999
$70,000 to $74,999
$75,000 to $79,999
$80,000 to $89,999
$90,000 to $99,999
$100,000 to $124,999
$125,000 to $149,999
$150,000 to $199,999
$200,000 or more

H12. *If you pay rent for your living quarters* —

What is the monthly rent?

If rent is not paid by the month, see the instruction guide on how to figure a monthly rent.

Less than $50
$50 to $59
$60 to $69
$70 to $79
$80 to $89
$90 to $99
$100 to $109
$110 to $119
$120 to $129
$130 to $139
$140 to $149
$150 to $159
$160 to $169
$170 to $179
$180 to $189
$190 to $199
$200 to $224
$225 to $249
$250 to $274
$275 to $299
$300 to $349
$350 to $399
$400 to $499
$500 or more

FOR CENSUS USE ONLY

A4. Block number

A6. Serial number

B. Type of unit or quarters
Occupied
First form
Continuation
Vacant
Regular
Usual home elsewhere
Group quarters
First form
Continuation

For vacant units
C1. Is this unit for —
Year round use
Seasonal/Mig. — *Skip C2, C3, and D.*
C2. Vacancy status
For rent
For sale only
Rented or sold, not occupied
Held for occasional use
Other vacant
C3. Is this unit boarded up?
Yes No

D. Months vacant
Less than 1 month
1 up to 2 months
2 up to 6 months
6 up to 12 months
1 year up to 2 years
2 or more years

E. Indicators
1. Mail return
2. Pop./F

F. Total persons

COUNT YOURSELF IN

Imagine that you are one of the people listed below. Fill out the 1980 Census questionnaire included in this module (see centerfold) as you think the "person" you've chosen would. Feel free to make up any information you need to complete the questionnaire, but keep that information consistent with your role. (For example, an elderly, widowed man who rents a one-room apartment probably does not pay a monthly rent of $500 or more.) You may need to do some research on the average living situation of your "person," if you choose someone other than yourself.

1. Yourself in ten years
2. Yourself in twenty years
3. A young, Hispanic single man
4. A middle-aged, white, male factory worker
5. An elderly, widowed man who rents a one-room apartment
6. A mother of five children who lives in a rural cabin without plumbing of any kind
7. A middle-aged, black man who lives with his wife and two children

(Note: This activity may be concluded with a discussion of the four questions about the census form listed on page 6.)

STARTING A BUSINESS

The business world is one of the major users of Census Bureau services. Through the use of census statistics business administrators can plan advertising campaigns, locate sites for their stores and evaluate their sales records.

Imagine that you and a friend have graduated from school and want to start a small retail business. Choose the type of store you'd like to open (examples: sporting goods, fast food restaurant, clothes boutique, crafts or poster shop). You've raised the money necessary for the first six months of operation, but you need a location. There are two vacant storefronts available in different parts of your city. Both are within your price range and are in good condition. How would you choose the best location?

Census information would be the best place to start, but first consider the following questions:

- What age groups use the products you want to sell?
- What characteristics of the people in these age groups affect the way they buy your products (e.g., income levels, family size, occupation, males vs. females, etc.)?
- Does their living situation—house, apartment, residence hotel—or any characteristics of that dwelling unit affect their purchase of your merchandise?

After considering these questions, make a list of the types of information you would need about the areas surrounding the two store locations.

THE STATE OF THE STATES

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Region, State	Land area, 1,000 sq. mi.	Population, July 1, 1977				Population, Apr. 1, 1970	Percent		Personal income, 1977	
		Rank	Total (mil.)	Per sq. mi.	Average annual percent change, 1970-1977	Total (mil.)	Black	Urban	Per capita (dol.)	Rank
U.S	3,540.0	(x)	216.3	61	.9	203.2	11.1	73.5	7,019	(x)
Northeast	163.5	(x)	49.3	302	(z)	49.0	8.9	80.4	7,391	(x)
No. Central	751.8	(x)	57.9	77	.3	56.6	8.1	71.6	7,196	(x)
South	873.7	(x)	69.8	80	1.5	62.8	19.1	64.6	6,337	(x)
West	1,751.2	(x)	39.2	22	1.7	34.8	4.8	82.9	7,499	(x)
Ala	50.7	21	3.7	73	.8	3.4	26.2	58.4	5,822	48
Alaska	569.6	49	.4	1	4.1	.3	3.0	48.4	10,586	1
Ariz	113.4	32	2.3	20	3.5	1.8	3.0	79.6	6,509	31
Ark	51.9	33	2.1	41	1.3	1.9	18.3	50.0	5,540	49
Calif	156.4	1	21.9	140	1.3	20.0	7.0	90.9	7,911	5
Colo	103.8	28	2.6	25	2.3	2.2	3.0	78.5	7,160	15
Conn	4.9	24	3.1	639	.3	3.0	6.0	77.4	8,061	2
Del	2.0	47	.6	293	.8	.5	14.3	72.2	7,897	7
D.C	.1	(x)	.7	(1)	-1.3	.8	71.1	100.0	8,999	(x)
Fla	54.1	8	8.5	156	3.0	6.8	15.3	80.5	6,884	28
Ga	58.1	14	5.0	87	1.3	4.6	25.9	60.3	6,014	35
Hawaii	6.4	40	.9	139	2.1	.8	1.0	83.1	7,577	8
Idaho	82.7	41	.9	10	2.5	.7	.3	54.1	5,980	37
Ill	55.7	5	11.2	202	.2	11.1	12.8	83.0	7,768	6
Ind	36.1	12	5.3	148	.4	5.2	6.9	64.9	6,921	21
Iowa	55.9	25	2.9	52	.3	2.8	1.2	57.2	6,878	23
Kans	81.8	31	2.3	28	.6	2.2	4.8	66.1	7,134	16
Ky	39.7	23	3.5	87	1.0	3.2	7.2	52.3	5,945	39
La	44.9	20	3.9	87	1.0	3.6	29.8	68.1	5,913	42
Maine	30.9	38	1.1	35	1.2	1.0	.3	50.8	5,734	46
Md	9.9	18	4.1	418	.7	3.9	17.8	76.6	7,572	10
Mass	7.8	10	5.8	739	.2	5.7	3.1	84.6	7,258	14
Mich	56.8	7	9.1	161	.4	8.9	11.2	73.8	7,619	9

State	Land area, 1,000 sq. mi.	Population, July 1, 1977				Population, Apr. 1, 1970	Percent		Personal income, 1977	
		Rank	Total (mil.)	Per sq. mi.	Average annual percent change, 1970-1977	Total (mil.)	Black	Urban	Per capita (dol.)	Rank
Minn	79.3	19	4.0	50	.8	3.8	.9	66.4	7,129	17
Miss	47.3	29	2.4	51	1.0	2.2	36.8	44.5	5,030	50
Mo	69.0	15	4.8	70	.4	4.7	10.3	70.1	6,854	29
Mont	145.6	43	.8	5	1.3	.7	.3	53.4	6,125	34
Nebr	76.5	35	1.6	20	.7	1.5	2.7	61.5	6,720	27
Nev	109.9	46	.6	6	3.6	.5	5.7	80.9	7,968	4
N.H	9.0	42	.8	94	1.9	.7	.3	56.4	6,538	30
N.J	7.5	9	7.3	975	.3	7.2	10.8	88.9	7,994	3
N. Mex	121.4	37	1.2	10	2.2	1.0	1.9	69.8	6,057	43
N.Y	47.8	2	17.8	375	-.2	18.2	11.9	85.6	7,537	12
N.C	48.8	11	5.5	113	1.1	5.1	22.2	45.0	5,935	40
N. Dak	69.3	45	.7	9	.8	.6	.4	44.3	6,190	33
Ohio	41.0	6	10.7	261	.1	10.7	9.1	75.3	7,084	18
Okla	68.8	27	2.8	41	1.3	2.6	6.7	68.0	6,348	32
Oreg	96.2	30	2.4	25	1.8	2.1	1.3	67.1	7,007	20
Pa	45.0	4	11.8	262	(-z)	11.8	8.6	71.5	7,011	19
R.I	1.0	39	.9	891	-.2	.9	2.7	87.1	6,775	26
S.C	30.2	26	2.8	95	1.4	2.6	30.5	47.6	5,628	47
S. Dak	76.0	44	.7	9	.5	.7	.3	44.6	5,957	38
Tenn	41.3	17	4.3	104	1.2	3.9	15.8	58.8	6,785	45
Tex	262.1	3	12.8	49	1.9	11.2	12.5	79.7	6,803	25
Utah	82.1	36	1.3	15	2.5	1.1	.6	80.4	5,923	41
Vt	9.3	48	.5	52	1.1	.4	.2	32.2	5,823	44
Va	39.8	13	5.1	129	1.4	4.6	18.5	63.1	6,885	24
Wash	66.6	22	3.7	55	1.0	3.4	2.1	72.6	7,528	13
W. Va	24.1	34	1.9	77	.8	1.7	3.9	39.0	5,986	36
Wis	54.5	16	4.7	85	.7	4.4	2.9	65.9	6,890	22
Wyo	97.2	50	.4	4	2.8	.3	.8	60.5	7,562	11

(x) Not applicable. (z) Less than .05 percent.

The chart above is part of a Census Bureau publication entitled *USA Statistics in Brief 1978*. Using the data provided in the chart, answer the questions below in the spaces provided.

1. The state with the largest population. _____
2. The state whose population grew from 2.6 million in 1970 to 2.8 million in 1977. _____
3. Although the U.S. as a whole has 61 people per square mile, this state has only 15 per square mile. _____
4. With the exception of California, this state has the highest percentage of its population living in urban areas. _____
5. Until Alaska joined the Union, this state had the largest land area. _____
6. After Rhode Island, this state is the smallest state in terms of land area. _____
7. The state that ranks 20th in the nation in personal income. _____
8. The state with the smallest population in 1977 (hint: see state ranking). _____
9. Although this state lost population between 1970 and 1977, it is still the second most populous state in the nation. _____

Write the first letter of each answer in the spaces below:

_ _ _ _ _ _ _ _ _ TO CENSUS DAY, APRIL 1, 1980!

ANOTHER VIEWPOINT

Why not do away with the census, use voting for reapportionment?

By HARRY BODINE
of The Oregonian staff

AS LONG as the drive is on for a second constitutional convention to force a balanced federal budget, the delegates might consider saving a billion dollars by eliminating one paragraph in the present document.

Article I, Section 2 requires a population census every 10 years in order to reapportion the U.S. House of Representatives. . . .

One possibility would be to amend Article I, Section 2 to base U.S. House of Representatives membership on the number of votes cast rather than on voters and non-voters alike.

Mechanically, reapportionment could be much simpler. Thirty days after a presidential election—a good guide to use since it is uniform in all 50 states and attracts the largest portion of the electorate—the vote count would be known at the precinct level nationwide. . . .

With an election every four years, reapportionment could follow each presidential election, taking effect at midterm two years later, thus making the House of Representatives more current in reflecting population shifts than is the case at present. . . .

If congressional representation was based on voter turnout, every state would have a strong incentive to encourage people to go to the polls.

Failure to do so could be painful politically. In 1976, for example, the presidential election turnout in California slipped 500,000 below the 1972 total. With a voter-based reapportionment, the state's House delegation would have declined from 47 after the 1972 election to 42 after 1976. (California currently has 43 U.S. House members).

Historically, the poor and minority groups have provided poorer voting performances than the public at large.

Recent studies, however, indicate voter apathy crosses all income groups, and the proportion of nonparticipation among affluent voters is rising steadily, a theme detailed in Arthur T. Hadley's recent book, "The Empty Polling Booth."

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Read the article above. Do you agree or disagree with the author's viewpoint? Write an essay discussing the author's proposal, the advantages and disadvantages of his method of reapportionment, and whether or not you agree with him. Consider the following questions in your essay:

- What groups of people would not be counted with this method?
- How would funds for federal programs be given out fairly?
- How would local governments plan schools, parks, hospitals and other services without a complete census?

Suppose someone suggested taking a census of the U.S. population using the income tax returns that are sent in to the Internal Revenue Service each year. Discuss as a class how you would respond to that suggestion and why or why not you would be in favor of it.

SOURCES OF CENSUS INFORMATION

1980 CENSUS DATA

The activities involved in counting 222 million people, in processing the massive amounts of data, and in preparing reports and other data products will take time. Preliminary (unofficial) population counts will become available for states, counties, and cities in the summer and fall of 1980. The final and official population counts and data about the characteristics of each geographic area's population and housing will be published in several series of reports during 1981 and 1982. Census data will also become available on microfiche and on computer tape. However, if you need census information before the 1980 reports come out, reports from the 1970 Census are generally available in public libraries (if not in local libraries, in Federal Depository Libraries in larger cities).

DATA USER SERVICES

The Census Bureau also produces many helpful materials which present census data in an interesting and useful way. Many of these materials are available from the Data User Services Division of the Census Bureau—the division designed to assist people in finding the best census data for their needs. Write to ask for their free or inexpensive brochures and booklets:

Reference Manual on Population and Housing Statistics from the Census Bureau (1978)—a comprehensive discussion of census and survey reports. $2 each.

The Nation's Census Taker (1979)—a brochure which describes the work of the Census Bureau. Free.

USA Statistics in Brief (1978)—a pocket-size folder of reference information about the U.S. and the individual states. Single copy free.

1980 Census: Introduction to Products and Services (1979). Single copy free.

Send your orders to the national headquarters:

Data User Services Division
U.S. Bureau of the Census
Washington, D.C. 20233

You may also write to the Regional Data User Services Officers in the twelve regional offices of the Census Bureau:

Wayne Wall
Bureau of the Census
1365 Peachtree St., N.E., Rm. 625
Atlanta, GA 30309
(404) 881-2274

Judith Cohen
Bureau of the Census
441 Stuart St., 10th Floor
Boston, MA 02116
(617) 223-0668

Lawrence McNutt
Bureau of the Census
230 South Tyron St., Suite 800
Charlotte, NC 28202
(704) 371-6144

Stephen Laue
Bureau of the Census
55 E. Jackson Blvd., Suite 1304
Chicago, IL 60604
(312) 353-0980

Valerie McFarland
Bureau of the Census
1100 Commerce St., Rm. 3C54
Dallas, TX 75242
(214) 749-2394

Gerald O'Donnell
Bureau of the Census
575 Union Blvd., P.O. Box 25207
Denver, CO 80225
(303) 234-5825

Timothy Jones
Bureau of the Census
Federal Bldg. & U.S. Courthouse, Rm. 565
231 W. Lafayette St.
Detroit, MI 48226
(313) 226-4675

Kenneth Wright
Bureau of the Census
One Gateway Center
4th and State Streets
Kansas City, KS 66101
(816) 374-4601

E. J. (Bud) Steinfeld
Bureau of the Census
11777 San Vicente Blvd., 8th Floor
Los Angeles, CA 90049
(213) 824-7291

Jeffrey Hall
Bureau of the Census
Federal Office Bldg., Rm. 37-130
26 Federal Plaza
New York, NY 10007
(212) 264-4730

David Lewis
Bureau of the Census
William J. Green, Jr. Federal Bldg.
600 Arch St., Rm. 9244
Philadelphia, PA 19106
(215) 597-8314

Larry Hartke
Bureau of the Census
915 Second Ave., Rm. 312
Seattle, WA 98104
(206) 442-7080

OTHER CENSUS MATERIALS

Factfinder for the Nation—a series of brochures which describe the range of census materials available on a given subject. The issues of particular interest are:

"Minority Statistics"
"Availability of Census Records About Individuals"
"History and Organization"
"Reference Sources"
"Housing Statistics"
"Population Statistics"
"Geographic Tools"

Each brochure is 25¢ with the exception of "History and Organization" which is 30¢. Send orders to: Subscriber Services Section, U.S. Bureau of the Census, Washington, D.C. 20233.

Pocket Data Book USA 1976—a 442-page reference book containing charts and tables which display historical and current population trends. $4 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Order number 003-024-01155-7.

A Student's Workbook on the 1970 Census—an overview of the 1970 Census subject matter, geography and data products with exercises using census data. 55¢ from the U.S. Government Printing Office (address above). Order number 003-024-01223-5.

FOR FURTHER READING AND RESEARCH

American Demographics magazine, issued ten times a year, devoted its April 1979 issue to the 1980 Census and has a special column on the census in each issue. American Demographics, Inc., P.O. Box 68, Ithaca, NY 14850. Single copies, $4.00.

Eckler, A. Ross, *The Bureau of the Census*, New York: Praeger Publishers, 1972.

Francese, Peter, "The 1980 Census: The Counting of America," *Population Bulletin*, Vol. 34, No. 4, Washington DC: Population Reference Bureau, Inc., 1979.

Lee, Anne S. and Everett S. Lee, "The Development of the United States Census," *Population Profiles*, Unit 14, Washington, CT: Center for Information on America, 1975. Single copies, 50¢.

Scott, Ann Herbert, *Census USA: Factfinding for the American People, 1890-1970*, New York: The Seabury Press, 1968.

PRB CLASSROOM MATERIALS

TEACHING MODULES

The Cost and Value of American Children, September 1977
Marriage, Divorce, and Living Together, January 1978
World Population and Beyond, May 1978
Population Density and Mobility in the United States, September 1978
The Future and Population: What Will a No-Growth Society Be Like? December 1978
How America Studies Itself: The U.S. Census, February 1980

With the exception of *How America Studies Itself: The U.S. Census* all modules are $1.00 each; two or more, $.75 each. Single copies of *How America Studies Itself* are free; two or more, $.75 each.

OTHER TEACHING MATERIALS

Population and Resources: What About Tomorrow? October 1979
A four-page reading. Single copies, $.25 each; two or more, $.15 each.
Population Education: Sources and Resources, May 1979
A comprehensive annotated listing of population education materials, organizations and audiovisual aids. Single copies, $1.00; two or more, $.75 each.
Charts, data sheets, and other materials: write for complete publications list. List of rental films also available.

The Population Reference Bureau offers educators a special full membership for only $10 if you are a school educator or $15 if you are a college educator. Membership entitles you to over 20 publications per year, including *Interchange*, the population education newsletter which is accompanied by a teaching material; *Intercom*, the population newsmagazine; *Population Bulletins*, in-depth studies of a population topic; and the annual *World Population Data Sheet*.

Population Reference Bureau, Inc.
1337 Connecticut Avenue, N.W.
Washington, D.C. 20036

Please send me the materials listed at the right. I enclose $ _____.

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